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ABSTRACT

Experiments with internal television (ITV) at the Stockholm School of Education are reviewed in this newsletter. The purposes of the experiments have been (1) to study the effects of ITV illustrations of theoretical instruction in education and methodology, (2) to investigate the possibilities of conveying information in teacher training via ITV, and (3) to use ITV as an instrument for research. Reports have already been published describing the ITV Institute, results of a questionnaire issued to teacher candidates, teacher opinions on the use of internal television in teacher training, and assessments of videotaped admission interviews. Ongoing and future experiments are concerned with mirror-viewing, the reliability of assessments of teaching aptitude, and programs to replace auscultation. The published reports of the project are listed. (MF)

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Project Title: Experiments with Internal Television (ITV-LHS)

Carried out at: The Institute of Education
Stockholm School of Education

Project Leader and Scientific Leader: Jon Naeslund, Lecturer

Background and Aim

Experiments with internal television at the Stockholm School of Education (ITV-LHS) have been previously reported in this series (1966:9; 1967:10; and 1968:18). The purpose of the experiments is to

- study the effects of ITV illustrations of theoretical instruction in education and methodology
- investigate the possibilities of conveying information in teacher training via ITV
- use ITV as an instrument for research.

Since the beginning of 1969 the work assignments have been given a more definite structure. A certain broadening of the activities within the project

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has also taken place. This information bulletin therefore contains a report on the current sub-projects with reference to the reports made in recent years.

The ITV Institute

During the period covered by the project the ITV Institute has undergone extensive changes with regard to both premises and equipment. In a report dated May, 1970, there is a detailed description of the Institute (1). Further structural alterations began in October, 1970, intended to provide the Institute with a B studio better fitted for the purpose of creating small productions of the type "microteaching" as well as more working space for the staff.

List of Requirements

One condition for a meaningful production of ITV programmes for teacher training is the programmes produced should be appreciated by the teachers who use the programmes. All instructors in education and lecturers in methodology engaged in teacher training of both the special subject teacher candidates as well as the class teacher candidates have been issued with questionnaires requiring them to state the degree of appreciation felt for actual programme proposals. The result of this inquiry has already been published as far as instruction in education and instruction in methodology on the special subject teacher candidate line are concerned. The corresponding report for the class teacher candidate line will be distributed during the current term. The report will be forwarded to the ITV institutes at the Swedish Schools of Education and issued to all teachers of education and methodology at the Schools.

ITV Programmes as Concretions in the Teaching of Education and Methodology

One of the first working assignments in the project was to study the attitudes of the students to ITV in teacher training. A large group of candidates on the class teacher side underwent instruction in education both with

and without ITV and were required, against this background, to state their impressions of the new aid in teacher training. Having done so, they were also required to give their opinions on the use of ITV in other contexts within teacher training. A report on this investiagtion was issued in June, 1969 (3).

The Replacement of Auscultation by ITV Programmes

In teacher training auscultation has long played a prominent part. The value of such auscultation has been discussed in many different connections, most recently at the meeting in 1960 of the Expert Group on Teacher Training. Certain forms of direct auscultation must certainly be regarded as indispensable. This applies above all to auscultation at stages and in subjects in which the teacher candidate himself is going to instruct. In the case of other forms of auscultation, applicable to teaching at other educational levels, in other forms of schools, etc., and where the time allowed for auscultation is often very limited, other kinds of observation ought to be reconsidered for various reasons.

For more than a year programmes of a character intended to replace auscultation have been produced within the project. Special booklets containing written information and/or documentation have been issued for the programmes. The programmes have the following contents and stated target groups:

- auscultation in the intermediate stage for special subject teacher candidates

- auscultation in nursery schools for elementary stage teacher candidates

- auscultation in special instruction for candidates of the elementary and intermediate stage lines.

The first of these auscultation programmes has been used during three terms at the Stockholm School of Education and during one term at the Uppsala

School of Education. The two later programmes have been used at Stockholm for two terms at the Umeå School of Education for one term. In connection with every viewing of the programmes the candidates have been required to answer questionnaires on, among other things, the content of the programmes and their structure, their comparability with direct auscultation and their technical quality.

During the present term a programme is to be produced for future elementary school teachers´ auscultation in the elementary stage. The planning of this programme also includes an auscultation programme concerned with adult education. An initial report on the attitudes to these programmes designed to replace auscultation is expected to be ready during the current school year.

Mirror Viewing

The studying of one´s own teaching via so-called mirror viewing with the aid of ITV has begun to play an increasing part at schools of education and other institutes for the training of teachers. In the United States, West Germany and the Netherlands experimental studies have been made on this feature of teacher training. The Schools of Education in Malmö and Gothenburg are also pursuing research in this sphere.

Mirror viewing means the recording on video tape of a lesson by a candidate. Afterwards the candidate himself is required to study his own professional behaviour. As a rule recordings are made of"mini-lessons" with a decimated class. The tutorial element and the participation of other candidates may be varied in different ways.

During the Spring Term of 1970 certain preliminary experiments intended to determine suitable organisational forms for mirror viewing have been carried out within the project. Interest has been concentrated mainly on the possibilities of surveying the candidates´ need of, and attitudes towards, mirror viewing and to integrate these with instruction in methodology. It is anticipated that the results of these preliminary experiments will be reported during the Spring Term of 1971.

ITV as an Instrument of Research

The sub-projects reported above are mainly of development work character and intended to improve methods and teaching material in teacher training. Within the project certain questions of a basic research character have also been noted in relation to the problem of assessing the suitability and aptitude of teacher candidates for their profession.

In two previous reports an account has been given of experiments in assessing video-taped admission interviews (4) and (5). In the second of these reports an account is given of an experiment in which a group of elementary school candidates were followed up to an including their third term. Since then still more data have been collected, covering among other things marks awarded by tutors and lecturers in methodology, pupil assessments, self-assessments and fellow-student assessments. In addition every member of the group has had his lesson on an identical theme redorded on video-tape. These lessons have been assessed by a group of experts who, five terms previously, assessed the admission interviews.

Parallel to to this investigation, an experiment has been in progress to determine the reliability of assessments of teaching aptitude. Each of twelve teacher candidates have had four portions of lessons on different themes recorded on video tape. The lessons have been assessed by teachers of education who, six months after a first assessment, have been made to repeat this without being aware on the first occasion of assessment that they would be obliged to repeat the procedure. In addition to these expert assessments, every lesson has been assessed by the candidate himself and the pupil group in question.

The results of these two investigations are expected to be ready for publication at the end of the present school year.

Reports on the Project already published:

(1) Gustavsson, Kurt and Naeslund, Jon, ITV activities at Stockholm School of Education. May 1967-December 1968. Report from the Institute of Education, Stockholm School of Education. May 1969.

(2) Naeslund, Jon. Behovet av ITV-program i lärarutbildningen. A. Ämneslärarutbildningen. Institute of Education Stockholm School of Education. April 1970.

(3) Naeslund, Jon. Student attitudes to ITV in teacher training. Report from ..... etc. June 1969.

(4) Ljung, Bengt-Olov and Naeslund, Jon. The interview method and teacher suitability. Report from ..... etc. No. 33, December 1968.

(5) Ljung, Bengt-Olov and Naeslund, Jon. Assessment of teacher candidates. Report from ..... etc. No. 39, February 1969.

Previous School Research Neusletters

1966:9, 1967:10, 1968:18

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